

Year 4

Range

	Supported		Increased independence		Independent		End of year outcomes To
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	achieve the expected standard in year 2, children should have achieved all of the statements below:
	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: Gadgetman (Malorie Blackman)	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: The Butterfly Lion Michael Morpurgo)	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: Stig of the Dump (Clive King)	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: The Number One Car Spotter goes to School (Atinuke)	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: Iron Man (Ted Hughes) + playscript =Ted Hughes’ poetry	Range: - Read books that are structured in specific ways and for a range of purposes Types of books to be read this term - Class reading book: How to train your Dragon (Cressida Cowell) and online version extracts.	Range: Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)
	Themes: Friendship, independence, good v bad. Family relationships.	Themes: School, friendship, war, separation, bravery.	Themes: Friendship, unusual friends, loyalty and belonging, childhood experiences, imagination.	Themes: School, changes, growing independence, another culture, friendship/ family.	Themes: Loyalty, friendship, unusual friends, magic/ fantasy. Good v evil/ ignorance. Bravery, prejudice, irrational fears.	Themes: Good v bad, friendship, overcoming fear, facing danger as a team, fantasy and magic.	
	- With teacher -led discussion and support, identify the language conventions of non-fiction in relation to text types - With teacher-led discussion and support, Identify the structural conventions of non-fiction in relation to the text types	- With teacher -led discussion and support, identify the language conventions of non-fiction in relation to text types - With teacher-led discussion and support, Identify the structural conventions of non-fiction in relation to the text types	- Begin to identify the language conventions of non-fiction in relation to text types. - Begin to identify the structural conventions of non-fiction in relation to the text types	- Begin to identify the language conventions of non-fiction in relation to text types. - Begin to identify the structural conventions of non-fiction in relation to the text types	- Identify the language conventions of non-fiction in relation to text type - Identify the structural conventions of non-fiction in relation to the text types	- Identify the language conventions of non-fiction in relation to text type - Identify the structural conventions of non-fiction in relation to the text types	
	With teacher-led discussion and support, identify how the structure and presentation of texts contributes to the meaning	With teacher-led discussion and support, identify how the structure and presentation of texts contributes to the meaning	Begin to identify how the structure and presentation of texts contributes to the meaning	Begin to identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork

Decoding

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	achieve the expected standard in year 2, children should have achieved all of the statements below:
	Word reading: - Model ways in which their knowledge of root words, prefixes and suffixes can aid reading aloud. (including but not only using y4 spelling programme and y3/4 statutory words) - Through teacher led modelling and adult support, begin to note unusual correspondences and identify where these occur in words, in relation to the year 3/4 common exception words.	Word reading: - Model ways in which their knowledge of root words, prefixes and suffixes can aid reading aloud. (including but not only using y4 spelling programme and y3/4 statutory words) - Through teacher led modelling and adult support, begin to note unusual correspondences and identify where these occur in words, in relation to the year 3/4 common exception words.	Word reading: - Develop skills of applying their knowledge of root words, prefixes and suffixes to read aloud. (including but not only using y4 spelling programme and y3/4 statutory words) - Begin to note unusual correspondences and identify where these occur in the word, in relation to the year 3/4 common exception words	Word reading: - Develop skills of applying their knowledge of root words, prefixes and suffixes to read aloud. (including but not only using y4 spelling programme and y3/4 statutory words) - Begin to note unusual correspondences and identify where these occur in the word, in relation to the year 3/4 common exception words	Word reading: - Read aloud with confidence and without undue hesitation, independently applying knowledge of root words, prefixes and suffixes. (including but not only using y4 spelling programme and y3/4 statutory words) - Note unusual correspondences and identify where these occur in the word, in relation to the year 3/4 common exception words	Word reading: - Read aloud with confidence and without undue hesitation, independently applying knowledge of root words, prefixes and suffixes. (including but not only using y4 spelling programme and y3/4 statutory words) - Note unusual correspondences and identify where these occur in the word, in relation to the year 3/4 common exception words	Word reading: - Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation (including but not only using y4 spelling programme and y3/4 statutory words) - Note unusual correspondences and identify where these occur in the word, in relation to the year 3/4 common exception words

Language Comprehension

Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing-KS1 & Summarising-KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
SV	Oral: - With adult support, and/ or visual aids, story maps, sequencing prompts, orally retell whole stories/ section of stories linked to the year 4 range - Through teacher-led modelling and adult support, practise reciting poems by heart, using intonation, tone and volume to gain the interest of the listener - Through teacher-led modelling and adult support, practise reading	Oral: - With adult support, and/ or visual aids, story maps, sequencing prompts, orally retell whole stories/ section of stories linked to the year 4 range - Through teacher-led modelling and adult support, practise reciting poems by heart, using intonation, tone and volume to gain the interest of the listener - Through teacher-led modelling and adult support, practise reading	Oral: - Begin to orally retell whole stories/ section of stories with increased independence, including key events and correct sequence, linked to the year 4 range - Begin to recite poems by heart, developing the use of intonation, tone and volume to gain the interest of the listener - Begin to read aloud and perform play scripts, continue to develop ways of gaining the audience’s interest in the	Oral: - Begin to orally retell whole stories/ section of stories with increased independence, including key events and correct sequence, linked to the year 4 range - Begin to recite poems by heart, developing the use of intonation, tone and volume to gain the interest of the listener - Begin to read aloud and perform play scripts, continue to develop ways of gaining the audience’s interest in the	Oral: - Orally retell whole stories/ section of stories independently, linked to the year 4 range, including vocabulary and phrases used in the text - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	Oral: - Orally retell whole stories/ section of stories independently, linked to the year 4 range, including vocabulary and phrases used in the text - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	Oral: - Orally retell whole stories/ sections of stories linked to the Yr4 range - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, maintaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play

	aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play			
E P I	Response: - Through teacher-led modelling and adult support, children ask and answer questions that improve their understanding of a text. Encourage children to share what they do not understand-‘why didn’t Tom just tell the teacher?’ Model this in relation to different texts. Children use given supports such as language jigs to try this out. Help children to recall and use skills that they learned in Y3 that help with this. - Through teacher-led modelling and adult support, children begin to make predictions about what has been stated and implied. Model how to develop skills of prediction based on implication. - Model using a range of strategies to draw inferences about characters’ feelings, and develop the children’s understanding of what is meant by motive. - Model how to use more than one piece of evidence from the text to support one specific point. - With adult support and modelling, express simple views about texts that they have read or have had read to them and listen to the views of others.	Response: - Through teacher-led modelling and adult support, children ask and answer questions that improve their understanding of a text. Encourage children to share what they do not understand-‘why didn’t Tom just tell the teacher?’ Model this in relation to different texts. Children use given supports such as language jigs to try this out. Help children to recall and use skills that they learned in Y3 that help with this. - Through teacher-led modelling and adult support, children begin to make predictions about what has been stated and implied. Model how to develop skills of prediction based on implication. - Model using a range of strategies to draw inferences about characters’ feelings, and develop the children’s understanding of what is meant by motive. - Model how to use more than one piece of evidence from the text to support one specific point. - With adult support and modelling, express simple views about texts that they have read or have had read to them and listen to the views of others.	Response: - Making use of a range of strategies to support them, children use shared thinking to continue to develop their ability to ask and answer questions to improve their understanding of a text. Children take part in discussions where they both pose and answer a range of questions about a text. - Use shared thinking and a range of support such as word banks and sentences starters to develop skills of prediction based on implication. - Children begin to use a range of strategies to support them in drawing inferences about characters’ feelings and motives; with support children can answer questions and explain their thinking. - With some adult support and shared thinking, continue to develop the ability to justify inferences using several pieces of evidence from the text to support one specific point. - Through discussions, shared thinking and responding to questions, children develop the ability to explain their views. They listen to others and respond, demonstrating some understanding of what has been said.	Response: - Making use of a range of strategies to support them, children use shared thinking to continue to develop their ability to ask and answer questions to improve their understanding of a text. Children take part in discussions where they both pose and answer a range of questions about a text. - Use shared thinking and a range of support such as word banks and sentences starters to develop skills of prediction based on implication. - Children begin to use a range of strategies to support them in drawing inferences about characters’ feelings and motives; with support they can answer questions about this and explain their thinking. - With some adult support and shared thinking, continue to develop the ability to justify inferences using several pieces of evidence from the text to support one specific point. - Through discussions, shared thinking and responding to questions, children develop the ability to explain their views. They listen to others and respond, demonstrating some understanding of what has been said.	Response: - Through discussion and responding to questioning, children demonstrate that they can independently develop their understanding of a range of texts through use of questioning. - Independently predict what may have happened, based on what has been implied e.g. I think Tabitha will be cross because she thought she’d get the others into trouble. - Through discussion and responding to questions, children show that they can draw inferences about characters’ feelings and motives. - Children can justify inferences by using several pieces of evidence from the text to support one specific point. - Children can explain their views clearly, listen to those of others and respond, demonstrating a good understanding of what has been said; and evidence this through discussion and answering questions	Response: - Through discussion and responding to questioning, children demonstrate that they can independently develop their understanding of a range of texts through use of questioning. - Independently predict what may have happened, based on what has been implied e.g. I think Tabitha will be cross because she thought she’d get the others into trouble. - Through discussion and responding to questions, children show that they can draw inferences about characters’ feelings and motives. - Children can justify inferences by using several pieces of evidence from the text to support one specific point. - Children can explain their views clearly, listen to those of others and respond, demonstrating a good understanding of what has been said; and evidence this through discussion and answering questions	Response: - Discuss their understanding and answer questions about texts they have both read independently and those read to them. - Predict what may happen, based on what has been implied e.g. I think Tabitha will be cross because she thought she’d get the others into trouble. - Draw inferences about characters’ feelings and motives e.g. I think Tom will offer to stay so he can prove the Lion was real. - Justify inferences by using SEVERAL pieces of evidence from the text to support ONE specific point. - Explain their views, listen to those of others and respond
E	- Teacher models asking specific questions to improve their thoughts and understanding of a text, sharing their thinking about the language used and explaining word meanings - Encourage children to recall themes from their previous reading, and how they spotted these. Model how we can spot the message behind the theme or ‘big idea’ by discussing a range of texts.	- Teacher models asking specific questions to improve their thoughts and understanding of a text, sharing their thinking about the language used and explaining word meanings - Encourage children to recall themes from their previous reading, and how they spotted these. Model how we can spot the message behind the theme or ‘big idea’ by discussing a range of texts.	- With some adult support and shared thinking, children develop their ability to ask specific questions to improve their thoughts about a text; explanations and language used, clarifying word meanings using dictionaries - Using a range of strategies to support them, children use shared thinking to practise identifying themes and the messages behind them.	- With some adult support and shared thinking, children develop their ability to ask specific questions to improve their thoughts about a text; explanations and language used, clarifying word meanings using dictionaries - Using a range of strategies to support them, children use shared thinking to practise identifying themes and the messages behind them.	- Children independently ask specific questions to improve their thoughts about a text; explanations and understanding of language, clarifying word meanings independently. - Through discussion and responding to questioning, children show that they can independently identify an author’s message about a theme within a range of texts.	- Children independently ask specific questions to improve their thoughts about a text; explanations and understanding of language, clarifying word meanings independently. - Through discussion and responding to questioning, children show that they can independently identify an author’s message about a theme within a range of texts.	- Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape the cave? What does that word mean? - Identify the author’s message about a theme. E.g. being honest is best
V	Grammar and vocabulary: - Teachers explore the meaning of words drawing on their context and their knowledge of etymology and morphology. Pupils practise this skill through shared exploration with the teacher. - Teacher models how to use age appropriate dictionaries and thesauruses to check the meaning of words. - Teacher explores how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text. Teacher models how alternative word choices and/ or phrases can significantly impact on readers’ interest in the text and can alter the meaning.	Grammar and vocabulary: - Teachers explore the meaning of words drawing on their context and their knowledge of etymology and morphology. Pupils practise this skill through shared exploration with the teacher. - Teacher models how to use age appropriate dictionaries and thesauruses to check the meaning of words. - Teacher explores how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text. Teacher models how alternative word choices and/ or phrases can significantly impact on readers’ interest in the text and can alter the meaning.	Grammar and vocabulary: - With continued adult support, children explore the meaning of words drawing on their context and their knowledge of etymology and morphology. Pupils continue to practise this skill through shared exploration with the teacher. Pupils begin to use their existing knowledge of language to predict meanings. - Children develop the ability to use dictionaries and thesauruses to check independently the meaning of words with some independence. - Through discussion and teacher questioning, children begin to explain how words and phrases capture the readers’ interest and imagination, sharing their personal views and opinions about the text. They begin to demonstrate an understanding of how word and phrases contribute to the meaning of the text and why the author has chosen specific words to convey meaning.	Grammar and vocabulary: - With continued adult support, children explore the meaning of words drawing on their context and their knowledge of etymology and morphology. Pupils continue to practise this skill through shared exploration with the teacher. Pupils begin to use their existing knowledge of language to predict meanings - Children use dictionaries and thesauruses to check independently. Pupils practise this skill through shared exploration with the teacher and other pupils. - Through discussion and teacher questioning, children begin to explain how words and phrases capture the readers’ interest and imagination, sharing their personal views and opinions about the text. They begin to demonstrate an understanding of how word and phrases contribute to the meaning of the text and why the	Grammar and vocabulary: - Through responding to questioning and class discussion, children use opportunities to independently examine and discuss the meaning of new words in context. Pupils use their knowledge of language to predict meanings. - Children make use of thesauruses to explore synonyms and antonyms. They independently use strategies for practising using the context to work out meaning and trying out in new contexts to check understanding, show curiosity of etymology and apply previously learnt knowledge when finding the meaning of a newly-encountered word. - Through discussion and teacher questioning, children can explain how words and phrases capture the readers’ interest and imagination, sharing their personal views and opinions about the text. They can explain why they think the author has	Grammar and vocabulary: - Through responding to questioning and class discussion, children use opportunities to independently examine and discuss the meaning of new words in context. Pupils use their knowledge of language to predict meanings. - Children make use of thesauruses to explore synonyms and antonyms. They independently use strategies for practising using the context to work out meaning and trying out in new contexts to check understanding, show curiosity of etymology and apply previously learnt knowledge when finding the meaning of a newly-encountered word. - Through discussion and teacher questioning, children can explain how words and phrases capture the readers’ interest and imagination, sharing their personal views and opinions about the text. They can explain why they think the author has	Grammar and vocabulary: - Explain the meaning of new words in context e.g. I think ‘compassionate’ means kind because she could have walked away but she didn’t - Use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, online dictionaries, word banks developed in English lessons - Explain how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text e.g. the author’s used powerful verbs like: twisting and turning, tumbling, pounding, spun, which give you an idea about how fast and exciting the acrobats are

				author has chosen specific words to convey meaning.	made specific choices with the language they have used and explain, and provide examples of, how alternative word choices could impact readers' interest and alter meaning	word choices could impact readers' interest and alter meaning	
S R		Organisation: - Teacher models and articulates through guided and shared writing how to summarise ideas from across several paragraphs and sections, how to identify the subject of each paragraph and ways of locating specific information. - Teacher models how to use contents, indexes, glossaries and subheading to locate relevant information. - Teacher models how and why skimming is used to locate main ideas in the text. - Teacher models how and why scanning is used to locate pieces of information	Organisation: - With support, and using shared modelling, children develop their skills in order to summarise ideas from across several paragraphs and sections, use strategies to begin to identify the subject of each paragraph and ways of locating specific information. - Children begin to show an understanding of how to use contents, indexes, glossaries and subheadings to locate relevant information. They can begin to explain how and why they used a specific feature to efficiently locate relevant information. - Through questioning and shared thinking, children begin to demonstrate how and when to use skimming to locate main ideas in the text. - Through questioning and shared thinking, children begin to use scanning to locate pieces of information and have a developing understanding of how to use this as a source to answer questions	Organisation: - With support, and using shared modelling, children develop their skills in order to summarise ideas from across several paragraphs and sections, use strategies to begin to identify the subject of each paragraph and ways of locating specific information. - Children begin to show an understanding of how to use contents, indexes, glossaries and subheadings to locate relevant information. They can begin to explain how and why they used a specific feature to efficiently locate relevant information. - Through questioning and shared thinking, children begin to demonstrate how and when to use skimming to locate main ideas in the text. - Through questioning and shared thinking, children begin to use scanning to locate pieces of information and have a developing understanding of how to use this as a source to answer questions	Organisation: - Orally and in writing, children demonstrate their skills of summarising ideas from across several paragraphs and sections, use strategies to identify the subject of each paragraph and ways of locating specific information. - Children confidently use features such as contents, indexes, glossaries and subheadings to locate relevant information. They can explain how and why they used a specific feature to efficiently locate relevant information. - Children can independently demonstrate their skills of skimming to use as a source to answer questions - Children can independently use scanning to locate pieces of information to use as a source to answer questions	Organisation: - Orally and in writing children demonstrate their skills of summarising ideas from across several paragraphs and sections, use strategies to identify the subject of each paragraph and ways of locating specific information. - Children confidently use features such as contents, indexes, glossaries and subheadings to locate relevant information. They can explain how and why they used a specific feature to efficiently locate relevant information. - Children can independently demonstrate their skills of skimming to use as a source to answer questions - Children can independently use scanning to locate pieces of information to use as a source to answer questions	Organisation: - Summarise ideas from across several paragraphs or sections- e.g. how the girl's fear is developed across several paragraphs. Identify the subject of each paragraph in a non-chron report. - Use features such as contents, indexes, glossaries and subheadings to locate relevant information. - Use skimming to locate main ideas in the text. - Use scanning to locate pieces of information.
R	Research - Teacher explains their thinking about how to identify key questions to research about a topic, modelling how to use features and a range of strategies to locate relevant information - Teacher models how to make notes from one source to answer key questions. They model their thinking about the best ways of capturing key information using a range of strategies such as: highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping	Research - Teacher explains their thinking about how to identify key questions to research about a topic, modelling how to use features and a range of strategies to locate relevant information - Teacher models how to make notes from one source to answer key questions. They model their thinking about the best ways of capturing key information using a range of strategies such as: highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping	Research - Through discussion, shared thinking and adult guidance, children begin to identify key questions to research about a topic, using their developing skills of how to use features and a range of strategies to find information. - With some adult support, children begin to make notes from one source to answer key questions. They begin to use the features and strategies they have learned to capture key information, such as: highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping.	Research - Through discussion, shared thinking and adult guidance, children begin to identify key questions to research about a topic, using their developing skills of how to use features and a range of strategies to find information. - With some adult support, children begin to make notes from one source to answer key questions. They begin to use the features and strategies they have learned to capture key information, such as: highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping.	Research - Children independently identify key questions to research about a topic, using features and a range of strategies to locate relevant information. - Children independently make notes from one source to answer key questions. They know which features and strategies to use to capture the relevant information, such as; highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping.	Research - Children independently identify key questions to research about a topic, using features and a range of strategies to locate relevant information. - Children independently make notes from one source to answer key questions. They know which features and strategies to use to capture the relevant information, such as; highlighting; recording key words/ phrases; using bullet points, diagrams, symbols, abbreviations and mind mapping.	Research - Independently identify key questions to research about a topic - Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? Through: highlighting; recording key words and phrases; using bullet points, diagrams, symbols, abbreviations and mind- mapping.